YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution **Pushpanjali College of Education**

- Name of the Head of the institution **Sr Delicia Fernandes**

- Designation **Principal In Charge**

- Does the institution function from its own campus? **Yes**

- Alternate phone No. **9167274317**

- Mobile No: **9175745078**

- Registered e-mail ID (Principal) **pushpanjali1990@yahoo.co.in**

- Alternate Email ID **collegepushpanjali@gmail.com**

- Address **50 M.G Road, Papdy, Vasai-West, Dt Palghar**

- City/Town **Vasai**

- State/UT **Maharashtra**

- Pin Code **401207**

2.Institutional status

- Teacher Education/ Special Education/Physical Education: Teacher Education

- Type of Institution **Co-education**

- Location **Semi-Urban**

- Financial Status **UGC 2f and 12(B)**

- Name of the Affiliating University **University of Mumbai**

- Name of the IQAC Co-ordinator/Director **Dr Agnes Dcosta**

- Phone No. **9702949549**

- Alternate phone No.(IQAC) **9175745078**

- Mobile (IQAC) **9702949549**

- IQAC e-mail address **pushpanjali1990@yahoo.co.in**

- Alternate e-mail address (IQAC) **adcosta65@gmail.com**

3.Website address
http://pushpanjalicollege.com/

- Web-link of the AQAR: (Previous Academic Year)
http://pushpanjalicollege.com/Annual_Quality_Assurance_Report_for_2022-23.pdf

4.Whether Academic Calendar prepared during the year?
Yes

- if yes, whether it is uploaded in the Institutional website Web link:
http://www.pushpanjalicollege.com/Calendar2023-24.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B++	79.5	2004	03/05/2004	02/05/2009
Cycle 2	A	3.29	2011	16/09/2011	15/09/2016
Cycle 3	A+	3.51	2017	30/10/2017	29/10/2022
Cycle 4	A	3.19	2024	10/04/2024	09/04/2029

6.Date of Establishment of IQAC
15/07/2004

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NIL	NIL	NIL	Nil	NIL

8.Whether composition of IQAC as per latest NAAC guidelines   `Yes`

- Upload latest notification of formation of IQAC   [View File](#)

9.No. of IQAC meetings held during the year   `4`

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?   `Yes`

- (Please upload, minutes of meetings and action taken report)   [View File](#)

10.Whether IQAC received funding from any of the funding agency to support its activities during the year?   `No`

- If yes, mention the amount

11.Significant contributions made by IQAC during the current year (maximum five bullets)

`Fourth Cycle of Accreditation was completed in April 2024. College was accredited with A grade(CGPA 3.19).`

`Workshops conducted on Artificial Intelligence in Education. More than 400 teachers and student-teachers benefited.`

`Four Value Added Courses organised for students`

`Draft of Institutional Development Plan was drawn`

`Orientation for faculty on Maturity Based Binary Accreditation System of NAAC`

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
Fourth Cycle of NAAC Accreditation	Peer Team visit held on 4 and 5 April 2024. College accredited with A grade and CGPA 3.19
Conducting 360 degree feedback exercises	Feedback collated and analysed
Organising Workshops on Artificial Intelligence in Education for inservice and preservice teachers	Series of workshops conducted and more than 200 inservice and pre service teachers were trained.
Collaboration with NGOs for community work	activities successfully conducted with special focus on SDGs pertaining to women empowerment and environmental sustainability
Drawing up the Institutional Development Plan(IDP)	draft IDP completed.
onsite vermicomposting	Vermicompost pit has been created and maintained with student involvement

13.Whether the AQAR was placed before statutory body?   Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
College Development Committee	21/09/2024

14.Whether institutional data submitted to AISHE

Part A	
Data of the Institution	
1.Name of the Institution	**Pushpanjali College of Education**
• Name of the Head of the institution	**Sr Delicia Fernandes**
• Designation	**Principal In Charge**
• Does the institution function from its own campus?	**Yes**
• Alternate phone No.	**9167274317**
• Mobile No:	**9175745078**
• Registered e-mail ID (Principal)	**pushpanjali1990@yahoo.co.in**
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• City/Town	**Vasai**
• State/UT	**Maharashtra**
• Pin Code	**401207**
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• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	**Co-education**
• Location	**Semi-Urban**
• Financial Status	**UGC 2f and 12(B)**
• Name of the Affiliating University	**University of Mumbai**

• Name of the IQAC Co-ordinator/Director	**Dr Agnes Dcosta**
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• Alternate e-mail address (IQAC)	**adcosta65@gmail.com**
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Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
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- Name of the statutory body

Name of the statutory body	Date of meeting(s)
College Development Committee	21/09/2024

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2023-24	08/02/2024

15.Multidisciplinary / interdisciplinary

The B.Ed programme is an interdisciplinary programme. Courses like Environmental Education are correlated to Science. Statistics is an integral part of Action Research. Students are

made aware of contemporary topics like Intellectual Property Rights, Artificial Intelligence, Virtual Reality and Augmented Reality. Educational Technology is integrated into all theory and practicum work. Community engagement is part of the Project Based Courses for Semesters One and Four. Students have carried out Action Research based on the recommendations of NEP 2020. Values are embedded in all activities such as assemblies, internship lessons and cocurricular activities . The syllabus followed is as prescribed by the University. However many curricular inputs (like Art and Drama in Education, E content Development, Counselling , Community Engagement, Research work) are dovetailed into the syllabus to make it holistic and multidisciplinary. Expert lectures and Value Added Courses lend the multidisciplinary dimension to the curriculum followed. Once the University of Mumbai implements the Four Year Integrated Teacher Education Programme, the college will delve into how the same can be actualised.

16.Academic bank of credits (ABC):

The students have been oriented to the need and importance of ABC. They have created their DigiLocker accounts and done the needful regarding generating the ABC id. The college has sent the data of students ABC details to the University of Mumbai. As and when the new batch of students is admitted a detailed demonstration is given regarding the Digi Locker and Meri Pehchaan portals and students are guided to create their ABC ids.

17.Skill development:

B.Ed is a programme geared to gaining professional skills. For augmenting Vocational Skills following programmes have been conducted Value Added Certificate Courses in E Content Development, ,Apps in Education Value Added Certificate Course in Communication Skills Value Added Certificate Course in Mental Health of Secondary School Students Training for Teacher Eligibility Test Training for Placement Workshops in Vedic Mathematics, Artificial Intelligence, Stress Management, Critical Thinking, Differentiated Instruction, Yoga, creating Google Sites Workshops in Teaching Skills, Preparation of robust tests and evaluation tools Action Research 21st century skills like critical thinking, creativity, communication and collaboration are duly emphasized through all activities. VENTEL approach (Vocational Education, Nai Talim and Experiential Learning) is integrated into the internship lessons.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

The college stresses upon the rich heritage of India and works towards creating awareness of the vast wealth of Indian Knowledge systems. The medium of instruction is English however due importance is given to Hindi and Marathi . Celebration of days such as Hindi Day, Marathi Rajbhasha Diwas, Bhartiya Bhasha Din helps students to respect and appreciate the linguistic heritage of the country. Indian culture is showcased through the celebration of all festivals and days of cultural , national and local significance. The college is located in the district of Palghar which is a tribal district. The local tribal art like Warli painting, indigenous technical knowledge practices especially with respect to agriculture, water conservation and traditional medicine are elucidated through suitable platforms. Students take up assignments on indigenous practices. A self study course on Indian Knowledge System is under construction. Yoga workshops are conducted to emphasize holistic health. Workshop on Vedic Mathematics was held.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

The college has designed Programme Learning Outcomes(PLOs) and Course Learning Outcomes(CLOs) . The performance of students at theory examination and project based courses indicates the extent to which these PLOs and CLOs are achieved. The PLOs and CLOs are duly displayed on the college website and are examined at the end of the year so that remodeling and restructuring of the further curriculum can be done. All faculty members are oriented to Outcome Based Education. Bloom's Revised Taxonomy forms the basis to plan learning inputs Care is taken to ensure proper blend of knowledge, skills, attitudes and values. Variety of learning experiences both online and offline are blended to make OBE meaningful. Along with faculty inputs, input from experts is also incorporated. The e-library provides many resources to support OBE. Value Added Certificate Courses, Internship, Community engagement, Action Research and participation in workshops are means to capture OBE. Students are encouraged to participate in student led seminars and share their expertise with their peers. Case study based learning, role plays, use of online discussion boards, field visits are some approaches used for curricular transaction. All these are designed bearing in mind the PLOs and CLOs. Summative and formative assessments are an integral part of the teaching learning process.

20.Distance education/online education:

Blended Learning is an integral part of all Curricular Courses transacted. The institution has a robust repository of E

resources. Platforms like H5P, OER Commons, wikieducator , Wordwall, Kahoot etc are used to the same. The resources have been prepared by faculty and students. Students develop and use E resources in their internship. The college trains the students for the same through the Value added Certificate courses and through the Ability Course Critical understanding of ICT in Education. Highlights of Online Education for 2022-23 are A Value Added Course on Mental Health of Secondary School Students was conducted using canvas.instructure platform. Students successfully completed online training programmes organised by Central Institute of Educational Technology (CIET). All courses use a blend of face to face and online learning experiences. Details can be accessed https://sites.google.com/pushpanjalicollege.com/pcecurriculum/home

Extended Profile

1.Student

2.1	**59**
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	**100**
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	**50**
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	**31**
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**31**

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	**59**

File Description	Documents
Data Template	View File

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**18,86,670**
4.2 Total number of computers on campus for academic purposes	**22**

3.Teacher

5.1 Number of full-time teachers during the year:	**6**

File Description	Documents
Data Template	View File
Data Template	View File

5.2 Number of sanctioned posts for the year:	**8**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

Planning of curriculum: The curriculum is planned in synchronisation with the curriculum prescribed by the University. The Programme Learning Outcomes and Course Learning Outcomes guide the curriculum.The Principal, faculty , experts, alumni, heads of internship schools and student representatives participate in curriculum planning process.

Review of curriculum is taken up during faculty meetings and necessary changes are incorporated. Student feedback collected at the end of each semesterhelps to make necessary changes to the curriculum and modes of curricular transaction.Major policy decisions by the government, documents published by government and various education related websites like NCERT, Ministry of Education are referred to make the curriculum relevant.

Adapting curriculum to local context: Needs of students are also borne in mind while deciding the curriculum. The local context is kept in mind and relevant topics are dovetailed into the curriculum.

Thus curriculum planning, review and adaptation is done keeping the prescribed curriculum as well as present and future needs of the learners and society.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	No File Uploaded

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative	A. All of the above

effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://pushpanjalicollege.com/LearningOutcomes.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

13

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	Nil

1.2.2 - Number of value-added courses offered during the year

4

1.2.2.1 - Number of value-added courses offered during the year

4

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	**No File Uploaded**

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

22

1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

22

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	**No File Uploaded**

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	**All of the above**

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	No File Uploaded

1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

4

1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

4

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	No File Uploaded

1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

A fundamental or coherent understanding of the field of teacher education – Student induction programme (on the lines of Deeksharambh proposed by UGC) is organised for the newly admitted students. Contemporary changes in education due to NEP 2020 are duly integrated into the curriculum.

Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization – The curriculum is guided by the TPACK Model (Technology knowledge, Content knowledge and Pedagogic knowledge).Content enrichment programme promote in-depth study of school syllabi. Students integrate multi modal learning activities that are suited to needs and interest of learners.

Capability to extrapolate from what one has learnt and apply acquired competencies : Communication skills, leadership, planning, presentation skills are integrated into the various activities. Classroom management skills and skills in lesson planning are useful during internship lessons. Students develop competencies in evaluation.

Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc. – Blend of activities catering to cognitive, affective and psycho motor domains helps to build different skills and competencies. Various workshops and value added coursesdevelop essential self-awareness and self-management skills. Critical thinking is fostered through discussions, student-led seminars and research.Social responsibility is ingrained through community based action programmes.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	View File

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them

Assessment systems Norms and standards State-wise variations   International and comparative perspective

- **Functioning of various Boards of School Education and Functional differences among them: Done through panel discussion with teachers teaching in different boards, critical analysis of documents and websites of different boards, visits to schools and internship experience also helps understanding the functioning of different boards.**

- **Assessment systems: Workshops are held for assessment followed by different boards. Exploring the question paper patterns of different boards is encouraged.**

- **Norms and standards: Norms followed by different boards are understood through examining the documents and directives of the boards. Handbooks published by CBSE are also studied closely.**

- **State-wise variations : This is done through student led seminars on educational status of different states of India. E forums and government websites are used for state wise variations in educational systems.**

- **International and comparative perspective: Students examine the educationalsystems ofdifferent countries as part of their assignments and this helps in gaining international perspectives in education.**

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<u>View File</u>
Documentary evidence in support of the claim	<u>View File</u>
Any other relevant information	**No File Uploaded**

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

Encouraging multidisciplinary approach:Lectures by experts, action

research, self study are some means to help students immerse in the multidisciplinary nature of the B.Ed course.

Fostering robust theory practical connection: 18 weeks of school internship gives experience in teaching-learning, evaluation and classroom management. Assignments based on practical issues are undertaken.

21st century learning skills such as critical thinking, collaboration, creativity and communication are emphasized through various workshops and activites.

Reflective activities are encouraged during internship, after lessons and other activities.

Balancingobjectives of learning: Efforts are made to balance the objectives of cognitive, affective and psychomotor domains to see the interconnectedness of various learning engagements.

Inspiration from NEP 2020:With the introduction of NEP 2020, the college has consciously worked towards equipping student teachers with competencies needed to translate NEP 2020 into action. The five pillars of NEP 2020 viz Access, Equity, Quality, Affordability, and Accountability guide the various experiences organized for student-teachers.

Emphasis on SDGs:Outreach programmes focus on local, national and global needs and are useful to make student teachers aware of their role as architects of society. Wherever possible the connection with Sustaianble Development Goals is emphasized.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	[View File](#)
Any other relevant information	**No File Uploaded**

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	**Feedback collected, analyzed, action taken and available on website**

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	[View File](#)
Action taken report of the institution with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

59

2.1.1.1 - Number of students enrolled during the year

59

File Description	Documents
Data as per Data Template	[View File](#)
Document relating to sanction of intake from university	[View File](#)
Approval letter of NCTE for intake of all programs	[View File](#)
Approved admission list year-wise/ program-wise	[View File](#)
Any other relevant information	**No File Uploaded**

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

2

2.1.2.1 - Number of students enrolled from the reserved categories during the year

2

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	No File Uploaded

2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

1

2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

1

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	No File Uploaded

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

Admission to B.Ed Programme: The students are admitted to the B.Ed programme via a Common Entrance Test conducted by Maharashtra State CET Cell. The CET tests their teaching aptitude and their performance in English language. The students' performance in their graduation examination gives information regarding their content proficiency.

Need analysis after admission: After admission aGoogle Form is circulated to find the areas of need as sensed by the students themselves. This gives an idea of their own assessment of their communication skills, technological skills etc.

Academic Support: Based on all these inputs academic support is provided in form of academic counselling regarding choice of electives, content enrichment programme, training in use of technology and mentoring regarding important classroom skills like communication. Prior to the Internship programme students give one lesson in their pedagogy subject. This practice lesson helps the faculty to get an idea of the communication skills, confidence levels, teaching skills of the student. This helps to give individualised mentoring when coaching for internship

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	No File Uploaded

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	Six/Five of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	No File Uploaded

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	**Three of the above**

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

10:1

2.2.4.1 - Number of mentors in the Institution

6

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

Multi modal approach is used to cater to learners as per their needs, interest and aptitudes .This ushers variety in the class making learning interesting.

Following multimodal approaches were used.

1. Experiential Learning : Experiential Learning is followed through field trips, visits to innovative schools, interaction with experts. Workshops are also conducted for different topics to offer experiential learning. Internship offers a platform to learn through active classroom experiences.

2. Participative Learning: Participative Learning is encouraged through student led seminars,field trips and group presentations.

3. Problem solving approach: Action research undertaken by every student inculcates problem solving skills. Internship experiencealso builds problem skills regarding class management.

4. Brain storming: Brain storming is ingrained into discussions held during theory lectures. While discussing strategies for research or planning lessons, faculty carries out brain storming activities.Many topics are handled through focused group discussions which may be face to face or online using platforms like Ideaboardz and Parlay Ideas

5. Blended Learning: The faculty integrates online platforms into the teaching leanring process. Online quizzes, online games, videos, online discussions are dovetailed into the learning process. The rationale behind using these multimodal approaches is

that it promotes differentiated instruction.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	**No File Uploaded**

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

7

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://pushpanjalicollege.blogspot.com/p/about-lms.html
Any other relevant information	**No File Uploaded**

2.3.3 - Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, during the academic year

58

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	View File
Any other relevant information	**No File Uploaded**

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological	**Four of the above**

activities Field sports	

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://sites.google.com/pushpanjalicolleg e.com/pcecurriculum/home
Any other relevant information	No File Uploaded

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

Each faculty member has a group of 8 to 10 students as mentees . General mentoring is done for various aspects like internal assessment, action research, placement, participation in self-study courses, co- curricular activities and community work.

Mentoring w.r.t working in teams:Most of the co-curricular activities are team based. Team work is fostered through the internship programme where students work together for joint programmes hosted in the internship school.

Mentoring for dealing with student diversity: Students are oriented to individual differences and identification of learners with challenges. Workshops are arranged for creating individualized educational plans and to plan for differentiated instruction.

Mentoring regarding conduct of self with colleagues and authorities: Students are oriented to the code of conduct to be followed in college as well as at internship schools and community centres.

Mentoring regarding balancing home and work stress: Regular inputs in life skills are given.The Counselling Cell of the College

offers advice on a one to one basis for students who might face a
problem that is an impediment in work life balance.

Mentoring to keep students abreast with recent developments in
education and life: Interaction with experts, workshops and guest
lectures on contemporarychangesare arranged regularly.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education-from local to regional to national to global	**Five/Six of the above**

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	**No File Uploaded**

2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students

Creativity,innovativeness and development of cognitive, affective
and psychomotor competencies is part of all curricular and co
curricular activities. To achieve these goals, discussions,
student led seminars, workshops, practical activities and
reflective exercises are organised.

Creativity is nurtured through different curricular and co-

curricular activities. Internship provides holistic experiences to the students. Besides the stipulated lessons, students conducted career counselling sessions, personal guidance sessions and action research in the schools.

Innovativeness is encouraged and students share their innovative endeavours with peers. In 2023-24, a team of three students won the third place at an inter institutional event for their innovative project Jadui Pitara.

Critical thinking, creativity, collaboration and communication are viewed as the four vital 21st century skills. To help students imbibe these skills, discussions are part of the teaching learning process. Also online platforms are used for discussions.

Visits and volunteering at two institutions dedicated to education of differently abled individuals helped to develop empathy for specially abled learners.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)	All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	No File Uploaded

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	Ten/All of the above

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	No File Uploaded

2.4.3 - Competency of effective communication is developed in students	All of the above

through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	No File Uploaded

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

All of the above

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive

All of the above

devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	No File Uploaded

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event | All of the above |

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	No File Uploaded

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study | All of the above |

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	No File Uploaded

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

1. Selection/identification of schools for internship: Schools are identified such that students get an experiences of variety of Boards of Education. The faculty approaches the school and plansinternship according to the scheudle of the school .

2. Orientation to school principal/teachers : School teachers and principal are oriented to the expected outcomes from the internship programme. The final plan of internship programme is drawn after consulting the school principal / co ordinator/supervisor.

3. Orientation to students going for internship: The faculty in charge of internship orients students going for internship regarding code of conduct, lessons to be given during internship and other activities to be carried out.

4. Defining role of teachers of the institution : Teachers of the institution are made aware of their role as mentors, evaluators and managers of the internship programme.

5. Streamlining mode/s of assessment of student performance: The college has structured formats for evaluation of lessons and internship activities of the students. Students get feedback about lessons from the faculty/school teacher observing the lesson.

6. Exposure to variety of school set ups: Schools affiliated to different boards are selected. Visits to innovative schools and rural schools also add to the experience of students

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

31

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	**No File Uploaded**

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities-experience/exposure Preparation of progress reports	**Nine/All of the above**

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme.
Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal

impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

Proper Role Clarification supports successful internship prorgamme.

Role of Teacher Educators :Teacher Educators discuss internship plans with the School Principal and ensure that there is smooth coordination between the college and the internship schools. They also mentor the internees and help to prepare the timetable for lessons and activities . Student teachers are coached for the lessons by the faculty.

Role of School Principal: The School Principal or Coordinator generally interact with the internees and guide wherever required.Various responsibilties are assigned to internees by the School Principal or by the coordinators so that they are involved in school activities.

Role of School Teachers: The school teachers allot units for lessons and convey their expectations to students. Co teaching lessons with school teachers are guided and evaluated by the school teachers. Internees shadow school teachers and learn from them.

Role of Peers: Peer support is reflected in organisation of the timetables, conducting of activities, and coordination with teachers. Peer feedback is given for lessons. Group activities such as co curricular activities organised in schools are dependent on peer coordination and support.

File Description	Documents
Documentary evidence in support of the response	[View File](#)
Any other relevant information	**No File Uploaded**

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)	

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	No File Uploaded

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	Five of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	No File Uploaded

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

6

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	No File Uploaded

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

2

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	No File Uploaded

2.5.3 - Number of teaching experience of full time teachers for the during the year

71

2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year

71

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	No File Uploaded

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2.   Share information with colleagues and with other institutions on policies and regulations

Teachers keep themselves professionally updated through variety of ways. These include attending courses, seminars and conferences.

Teachers contribute research based and conceptual papers to journals. The library blog has many resources for teachers to peruse through.

In house discussions on current developments and issues in education: The College organized workshops for faculty on AI in Education. The faculty attended a session by the Director of Dist Institute of Education and Trainingon Review of four years of NEP 2020. Orientation on Quality Assurance was organised for the faculty. The faculty were oriented to the proposed changes in NAAC Accreditation and Maturity Based Grading.

Sharing information with colleagues and with other institutions on policies and regulations: The faculty have participated in sessions organised by other institutions to enhance their own understanding of changes in policies and regulations. The faculty has functioned as resource person during workshops organised by other institutions. NEP 2020 advocates use of cutting edge technologies like AI in education. To generate awarness and build skills in this area, the college has conducted seven workshops for students, teachers and preservice teachers thus reaching out to over400 beneficiaries.

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	No File Uploaded

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

Continuous Internal Evaluation (CIE)is in accordance to norms prescribed by University of Mumbai. Each theory course has an internal assessment component of 40 marks (out of 100) comprising of essay (5 marks), two assignments of 10 marks each and one class test of 15 marks. Required orientation and guidance is given for the same. There are Project Based Courses in each semester.

Semester One: CoCurricular activities and 1 week of Community Work (50 marks)

Semester Two: Three week Internship including 5 lessons, observation of lessons of school teachers and peers, school based

activities (100 marks)

Semester Three: 11 week Internship including 15 lessons, school based activities, maintaining reflective journal, administration of unit test (200 marks)

Semester Four: 4 week internship including 10 lessons, maintaining reflective journal, creating a learning resource, action research, 1 week community work (150 marks)

There are two Ability Based courses held one each in Semester One and Four and one Audit Course on Drama and Art in Education. These courses are assessed and evaluated by the college. The CIE is well spread over the academic year. Regular inputs and feedback are given to students

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually	**Four of the above**

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	No File Uploaded

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

Procedure for grievance redressal related to examinations is as follows:

(i) the students may directly approach the Principal or Faculty in charge of examinations and put forth the grievance.

(ii) The grievance is resolved after discussion with faculty and required changes are made in the examination schedule.

(iii) Changes are communicated to students with due reasons.

Procedure to resolve grievances related to evaluation:

(i) the student can directly approach the concerned faculty and resolve the queries regarding evaluation

(ii) In case there is a wrong entry or wrong allotment of marks, required rectification is made and the changes are conveyed to the faculty in charge of examination and the office to update the mark sheet.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe

the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

During the Curriculum Planning meetings, Academic Calendar is prepared for each semester. The schedules for essays, submission of assignments, internship and other project based activities are spread throughout the term so as to provide adequate time to complete the activities related to internal evaluation. All dates for submission of assignments are duly displayed in advance on the college notice board. Provision is made on Google classroom to upload the assignments for different courses.

In case of illness or any other unforeseen difficulties, late submission is permitted with the consent of the concerned faculty and principal. By and large the schedule decided is followed.

The Class tests and mock examinations are planned at the beginning of the term but these may be rescheduled as per the arrangement of the terms declared by the University and as per the dates of the final examination declared. Faculty is also informed regarding the dates to complete the evaluation and offer feedback to students.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

'Programme learning outcomes include subject-specific skills and generic skills, including transferable global skills and competencies, the achievement of which the students of a specific programme of study should be able to demonstrate for the award of the certificate/Diploma/Degree qualification'. (Ref:https://www.ugc.gov.in/pdfnews/4598476_LOCF-UG.pdf)

The PLOs and CLOs for each course were formulated through meticulous discussion. These are duly revisited in case any modifications are needed.

The activities planned reflect the PLOs both for curricular and co

curricular components. While planning the teaching learning and evaluation activities for each course, the CLOs are kept in mind and appropriate activities are selected.

Contemporary changes in education require the programme to be updated and accordingly Value Added Courses and interaction with experts are organised. Here too the PLOs are kept in mind. Value Added Courses have their own set of CLOs.

Faculty members revisit the CLOs and ensure thatthe CLOs are being met through the course. Entire curriculum is mapped with the PLOs and wherever possible cross disciplinary approach is adopted.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	No File Uploaded

2.7.3 - The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

PLOs and CLOs help to plan various activities related to curriculum. Internal assessment includes the following and these help in developing professional and personal attributes.

Semester One: Cocurricular activities and 1 week of community work

Semester Two: Internship of 3 weeks

Semester Three: Internship of 11 weeks , preparation of Unit test

Semester Four: Internship of 4 weeks, one week of community work , action research, preparing learning resources.

The Audit Course in Drama and Art in Education, Ability courses on ICT in Education and Reading and Reflecting on Texts are activity based courses which are also in tune with the PLOs and CLOs. The performance in these courses is also duly monitored. Each theory course includes two assignments which involve research, visits, activities and these help to develop professional attributes which are aligned to the PLOs and CLOs. Self reflection and Peer review of work is encouraged giving multidimensional feeback to students.Other than the afore mentioned activities, participation in Value Added Courses, co curricular activities and inter collegiate events promotes professional and personal attributes.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	[View File](#)
Any other relevant information	**No File Uploaded**

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

49

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	[View File](#)
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	[View File](#)
Any other relevant information	**No File Uploaded**

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

Immediately after admission, thelearning needs of the students were identified through a self disclosure tool. Interaction with students also gives insights into their learning needs. Appropriate learning activities and evaluation activities are then conducted. Learning needs are assessed on basis of performance in examinations conducted by University, performance in internship lessons, community related and co-curricular activities, and Value added Courses. Some examples in support of the claim are cited below:

(i) Training in technology enhanced learning:The Ability Course ICT in Education and the Value Added Courses on E Content Development and Apps in Education were duly completed by students. All students prepared and used E resources in internship. Workshops for use of Artificial Intelligence in Education were conducted.

(ii) Sessions for development of Communication Skills:Development of communication skills was a learning need identfied in case of some students. A value added course in Communication skills was conducted.

(iii) Enhancing Employabilty: Content Enrichment workshops, workshop in teaching skills and TET preparation were conducted as these were areas which enhance employability.

(iv) Course to enhance counselling skills: A course in Mental Health of Secondary School Students was conducted as students needed training in how to mentorschool students

File Description	Documents
Documentary evidence in respect to claim	[View File](#)
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

http://www.pushpanjalicollege.com/studentsatisfactionsurvey2023-24.pdf

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

File Description	Documents
Data as per Data Template	[View File](#)
Sanction letter from the funding agency	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0

File Description	Documents
Sanction letter from the funding agency	**No File Uploaded**
Income Expenditure statements highlighting the research grants received certified by the auditor	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	**Four of the above**

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	**No File Uploaded**
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	**No File Uploaded**

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	**All of the above**

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

1

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	**No File Uploaded**

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

4

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	**No File Uploaded**
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	View File
Any other relevant information	**No File Uploaded**

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

8

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

58

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

58

3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

58

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	**No File Uploaded**

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

The sensitization endeavours are done through outreach activities carried out in community.

(i) Volunteeering at Homes for senior citizens : students spend time with senior citizensand help them in their chores . Festivals are celebrated with the inmates at community centres

(ii) Remedial programmes for students from economcially disadvantaged groups: Students regularly visit a school where there are boarders from economically weaker sections of society . Remedial classes are conducted to help them cope with studies. Each one teach one programme is also undertaken.

(iii) Volunteering at Special Schools: Students are sensitized to needs of special learners and they have carried out educational activities for them.

(iv) Sensitization to environment issues:The beach cleaning drives and efforts for mangrove conservation conducted in collaboration with local NGOs help to sensitize students to the environmental issues that threaten the area.

(v) Women empowerment programmes:Students have conducted health and hygiene awareness for women. They have conducted personality development programmes for women in marginalised communities. Basic groceries have been distributed to below poverty line families.

(vi) Electoral literacy drive:Students assisted persons who needed their Electoral Identity Cards prepared. They also spread awareness about voting responsibilities.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	No File Uploaded

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

1

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

3

3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year

3

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	No File Uploaded

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

5

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	No File Uploaded

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges	Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

The facilities for teaching learning are in alignment with the norms prescribed by NCTE.

Four classrooms are equipped with LCD and computers. The college has separate rooms for pedagogy lectures.

The library cum reading room is well stocked with reference books and journals. E books are uploaded on library computers as well as on the library blog.

A multipurpose hall, ICT resource centre, Science Laboratory, Art Resource Centre, Curriculum Laboratory, separate common rooms for male and female students, staff room, administrative office, Principal's office, Conference Room, storage space, sports field are other features of the infra-structure.

Total 25 computers are available. Reprographic facility is available in the office and in the library.

Various psychological tests and equipment for experiments in Psychology is available.

Wi-fi facility is available in all rooms. Annual maintenance of all infra-structure and electronic hardware is carried out annually.

Other than physical facilities , the college also has an LMS (Google Suite) and a number of digital platforms to augment the face to face experiences for students.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.

4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities

5

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://pushpanjalicollege.com/ICT.php
Any other relevant information	No File Uploaded

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)

7.25637

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	No File Uploaded

4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

The library uses Library Management Software to enter records of of newly purchased books. Data entry, use of books and renewal of booksis maintained through this software. The data of books borrowed by students and faculty is maintained. Students are given a set of books from the Book Bank for use throughout the year. Details of the same are maintained in the library software. The names of most frequent users can also be found through the software. The software helps to trace the book user and this facility is useful if a book has limited copies and is required to be returned immediately to the library. Library has one computer for use of librarian and three computers with internet faciltiy for use of research shcolars and students. Printing , scanning and photocopying services are also available.

NLIST facility is also available to faculty and students.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://www.pushpanjalicollege.com/Library.php
Any other relevant information	No File Uploaded

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

NLIST: The college has NLIST facility. Through this

facility,faculty and students have access to over 2 lakh Ebooks hosted on E data bases.E- Journal databases offering access to 6000+Journals are part of NLIST Consortia.

College Library Blog: The college also has a digital library in the form of a blog http://granthpushp.blogspot.com/ .

This platform is regularly updated with free E books, E journals and other resources of significance.

Links of videos created by channels like Swayamprabha are also given publicity. The faculty inform students of relevant links to augment the inputs given during the formal lectures.

Research journals, articles are duly displayed and this helps during Action Research and assignment work.

Contemporary Topics like Artificial Intelligence etc are also introduced to students through this digital library. Alumni also use this resource when they pursue higher education or research.

The blog also showcases books that examine best practices in education and these are useful for quality assurance. Links to books by NAAC, UNESCO and such other bodies are duly displayed for the faculty to peruse and be in touch with modern developments in Teacher-Education

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	No File Uploaded

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases	Three of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	No File Uploaded

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

0.38663

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

4.2.5 - Per day usage of library by teachers and students during the academic year

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

868

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	http://www.pushpanjalicollege.com/libraryusage2023-24.pdf
Any other relevant information	View File

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College	**Two of the above**

File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

The college has the followingICT facilities

Wifi Facility:Wifi facility was introduced on in 2008 and has been subsequently upgraded as per the need. Presently the wi fi speed is 15 mbps and is provided by the local internet service provider.

ICT Laboratory: The ICT laboratory has 13 computers exclusively for student use.

Library has three computers, one for librarian and two for use of students. The software is regularly upgraded as and when necessary.

ICT facility in Classrooms: Classrooms have ICT facilities like PC and LCD which are used for teaching learning.

ICT for Faculty: There is one computer in the staff room and one in the Principal's office. Laptopsare also available for use.

ICT in college office: The office is fully automated with desktops, printers, scanners. All equipment is duly maintained by qualified technicians who visit whenever there is an issue. Annual upkeep of all computers, regular maintainence is also done. Tally Software is used for maintaining accounts.

CCTV and biometric system: The CCTV cameras are checked periodically to ensure proper working. The biometric system installed for marking the attendance is regularly checked by the technician. Reports for the same are generated by the administrative staff.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year

3.86

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

4.3.3 - Available bandwidth of internet	E. < 50 MBPS

connection in the Institution (Leased line)
Opt any one:

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	No File Uploaded

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	Three of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.youtube.com/watch?v=LASSR0dHawE
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	http://www.pushpanjalicollege.com/NAAC2023/4.3.4%20link%20to%20E%20content%20prepared%20by%20faculty.pdf
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

8.85754 lakhs

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.are in place Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

Maintainance of resources: Physical infrastructure is maintained by the support staff . Infrastructural repairs are carried out by competent personnel. Electrical equipment and connections are checked regularlyby a qualified electrician. Computers and other electronic equipment are maintained by technicians. Equipment purchasedwithin warranty period is checked and maintained by the company technicians.

Utilization of resources: All resources are utilised to the maximum . Notices regarding how to use resources carefully are displayed at all places. In case of group activities, planning is done to ensure that physical faciltities are well utilised.

Utilisation and maintainence of library: Annual stock checking helps to weed out old and damaged books. Accordingly new replacements are also procured. If any book has limited copies, students avail of it on a first come first served basis . Lending period for such books is decided by the librarian. The librarian carries our minor repair of damages to books if required.

Maintainence of Learning Resources: The Curriculum Laboratory has learning resources and these are maintained by the support staff. Damaged resources are immediately repaired . Similarly the Science laboratory also is maintained by the support staff.

File Description	Documents
Appropriate link(s) on the institutional website	http://pushpanjalicollege.com/Proceduresan dPolicies-Resources.pdf
Any other relevant information	**No File Uploaded**

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning	**All of the above**

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	**No File Uploaded**

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	**Seven/Eight of the above**

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	A. All of the above

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	Two of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	**No File Uploaded**
Report of the Placement Cell	View File
Any other relevant information	**No File Uploaded**

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
27	**31**

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	**No File Uploaded**

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

11

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

7

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	**No File Uploaded**

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

The Student Council is plays a proactive role thus contributing to students' welfare. All co-curricular activities are organised through the Student Council.

Co-ordination with Principal and faculty: The Student Council coordinates between the Principal/ faculty and the Students. Grievances and suggestions are put forth through the Student Council.

Contribution to decision making bodies: Two members of the Student Council are part of the IQAC and CDC and they offer suggestions for quality improvement based on their experiences.

Assistance during activities: During Placement activities, the Student Council assists by ensuring smooth arrangements for the

interview. The Council helps to coordinate out- of- college activities like picnics, field visits and community work. During guest lectures, seminars and other such programmes the Council assists by anchoring the programme and helping to keep photographic, video and documentary evidences.The Student Council coordinates with the Alumni to arrange programmes for the students.

Offering feedback:The council also communicates specific learning needs of students which then may be incorporated in the curriculum as and when possible.

Thus the Student Council helps in curricular and co curricular activities for holistic development.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	No File Uploaded

5.3.2 - Number of sports and cultural events organized at the institution during the year

41

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	No File Uploaded

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution   Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

The college has an Alumni Association. It is not registered but is a functional body. The alumni regularly contribute to the development of the institution by offering their expertise and advice.

The members of the Alumni Association are

- proactive on bodies like College Development Committee and IQAC
- invited as resource persons for various sessions
- supportive towards a robust curriculum by designing and deploying value added courses
- helpful during Placement Cell activities
- helpful in providing guidance in academic, co-curricular and technical areas

Two significant contributions of Alumni Association in 2022-23 are

(i) Contribution as resource persons: Members of Alumni Association functioned as resource persons for 12 events like workshops,panel discussion,demonstration lessons etc thus sharing their expertise with the students. Students could learn about different aspects of academic interaction, class management, personal health care and sports through these sessions.

(ii) Curriculum Planning Exercises: The alumni coordinated with the IQAC to share their experiences in school. The alumni offered insightful suggestions which helped to plan an effective curriculum.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	No File Uploaded

5.4.2 - Alumni has an active role in the regular institutional functioning such as	Five/Six of the above

Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support	

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	No File Uploaded

5.4.3 - Number of meetings of Alumni Association held during the year

2

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	No File Uploaded

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

The Alumni of the college offertheir expertise and conduct sessions and workshops for students on themes of educational significance. This is done in coordination with PUSHPADEEP(Pushpanjali's Dept of Extension Education Programmes). The faculty discusses the kind of programmes envisaged for the student-teachers and this helps to plan workshops and training sessions.While planning the curriculum inputs from alumni are

borne in mind. Alumni are an integral part of the College Development Committee and the IQAC. They offer suggestions and help to organise programmes to recognise, nurture and develop talent in students.

Interaction of alumni with students: Alumni interact with students just before the students start their internship programme. The alumni share their experience and offer suggestions for effective teaching-learning and class management. They also offer valuable inputs during practice teaching lessons thus motivating students and nurturing their talents. Alumni guide students for competitive examinations and inter collegiate events. In 2023-24, 12 workshops/ special lectures were organised with alumni help. Alumni support during placement helps students to procure good placements.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

The Vision of the college is 'Education for the Life of the World' and the Mission statement is 'To impart Liberating, Inspiring, Formative and Empowering Education'.

Participatory mechanism followed in all aspects of governance is a reflection of the mission of the college. The governing body guides the process and gives freedom to innovate and experiment. It is always appreciative of the efforts of the faculty, staff and students. The annual plans of the institution resonate with the mission and reflect activities that are truly empowering. The staff, students and alumni are represented in all important bodies and their views are respected. There is synergy between academic practices, social empathy and co-curricular responsibilities to ensure holistic development. There is a lot of decentralisaiton and good coordination between the staff and the management.

Regular updates are given to the governing body through the Principal and the faculty in turn is also attuned to the expectations and views of the management. The faculty maintains a healthy relationship with the internship schools and the alumni as their contribution to various aspects in valued.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

The college follows decentralisation and participative management to ensure that there is involvement of all stakeholders in the activities.The Principal and faculty are part of the College Development Committee (CDC), the IQAC, Examination Committee, Admission Committee and Library Committee. Some of these committees include external experts as well.

Practices that indicate decentralisation are

- Plan of action is drawn by the head of the cells and committees
- Democratic ways of discussion and decision making followed during the meetings of cells and committees
- Self-managed teams and committees
- Inclusion of students, external experts in different committees
- Coordination among different persons to work towards quality enhancement measures
- Following of procedures in areas of budgeting and demarcation of funds
- Feedback is collected and analysed to ensure that views of various stakeholders are taken into consideration

Some indicators of participative management in the institution are:

- Consultations with stakeholders and external experts
- Multi rate feedback is regularly sought and analysed
- Providing information to stakeholders
- Human resource development initiatives
- Decision making that involves all stakeholders
- Accepting ideas with respect and consideration
- Instilling sense of belongingness and ownership
- Matching task assigned to the skill profile of the individual

File Description	Documents
Relevant documents to indicate decentralization and participative management	[View File](#)
Any other relevant information	No File Uploaded

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

Financial transparency:

1. Receipts are provided for all fees collected.
2. All purchases are made following proper procedure.
3. Internal as well as external financial audit is carried out.

Academic transparency:

1. The annual academic plan is drawn up after discussion with faculty. Students are oriented to the same. Semester wise
2. Evaluated answer sheets with the comments of the examiner are given to students. University results and examination related notices are duly displayed on the notice board.
3. The blogs and Google sites of the college furnish all information about activities in all areas. Year plans prepared by faculty are shared for the benefit of students.

Administrative Transparency:

1. Admissions are done as per the norms and procedures of the Maharashtra State CET cell.
2. Regularly updated website.

3. The prospectus is displayed on the college website
4. Notices for all events are displayed on the notice boards.
5. Staff recruitment and placements are done as per procedure
6. The service books of staff members are maintained and available for scrutiny.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	No File Uploaded

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

The strategic plan of the college is propelled by four goals (1) Ensuring Academic Quality (2) Capacity Building for all (3) Fostering Partnerships and Community Engagement (4) Being proactive and committed to innovation. With respect to Goal 2 -Capacity Building for all, the college took special efforts to keep in pace with contemporary technologies that impact education. In alignment with this goal, the college has trained over 400 teachers and student-teachers in 'Use of AI for effective teaching-learning and evaluation'.

Name of activity: Artificial Intelligence in Education

Period of conducting the activity: Jan to July 2024

Beneficiaries: Teacher- educators, teachers and student -teachers

Details: Workshops in use of AI in education were organised wherein participants learned how to plan lessons, create interactive learning experiences, generate evaluation tools using AI. Platforms like magicschool.ai,conker and curipod were explored. Participants had hands on experiences using these platforms. They were also oriented regarding ethical use of AI. Feedback was taken from participants to know their attitude towards use of AI for teaching-learning. Financial support for this activity was received from a local bank. More than 250 participants have benefitted and gained confidence in use of AI

for education.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://www.pushpanjalicollege.com/GeneralWorkingoftheCollege.php
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

Functioning of Administrative and Advisory Bodies:

- **The Governing Body comprising of representatives of the Society of Our Lady of Grace Convent coordinates with the Principal regarding steps to be taken for the college development.**
- **The College Development Committee comprises of representatives from the Governing body, faculty, alumni, students and members from the local community. Regular meetings are held to plan and discuss programmes.**
- **The IQAC works to ensure an ethos of quality in teaching, learning, evaluation and research.**

Functioning of Academic Bodies

- **Scrutiny of students' documents before admission and ascertaining their eligibility is done by the Admission Committee.**
- **Appointments for vacant positions are done, under the supervision of the Appointment committee.**
- **The curriculum planning committee holds four meetings a year to discuss the curriculum.**
- **Examination Committee oversees the planning and execution of internal assessment and coordination with University for conducting the University Examination.**
- **Library Committee advises the library on policy matters concerning services, resources and facilities.**

Manuals/handbooks are created that give details of the composition of the bodies and the functions and roles of the members.Regular meetings are held, plans are drawn and decisions are duly

communicated to facilitate coordination between different committees and cells.

File Description	Documents
Link to organogram on the institutional website	http://www.pushpanjalicollege.com/CollegeOrganogram.php
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students	All of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

Various committees,bodies and cells of the college meet regularly to review college working and suggest ways to enhance the same. Decisions taken during these meetings are then duly implemented. One decision taken by IQAC is described below.

Decision taken: Conducting preventive health care programmes

Background of decision: During the Academic Audit conducted in August 2023, the audit team members suggested that students and faculty must receive inputs to safeguard their health. Considering

the common health problems faced by teachers, it was decided that workshops in Yoga and Physiotherapy must be organised. This decision was taken during the IQAC meeting heldon 16 Feb 2024.

Implementation of decision: On 16 March 2024, Dr Concessao Dcosta Colaco conducted a workshop entitled 'Revive and Thrive' wherein common health problems faced by teachers such as spondylitis,slip disc etc were elucidated. She demonstrated simple exercises that can be regularly done to prevent such issues. On 27 June 2024, Yoga teacher Ms Riya Dcunha conducted a workshop for faculty and students to demonstrate yogasanas that can help in maintaining good health. The importance of dhyana and proper diet was also explained.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

Welfare measures for the teaching and non-teaching staff include the following

Financial welfare measures

1. Gratuity: Provision is made by setting aside some amount each year.
2. Provident Fund: The Employees Provident Fund is duly deposited each month.
3. Loan facility or advance payment facility is available to those who apply for the same

Leaves sanctioned to staff

In addition to the casual and earned leave available to the

staffpursuing higher education or research are granted concessions in duty so as to pursue the course effectively.On duty leave is granted to faculty who enrol for faculty development programmes .Special concessions in attendance as required.

Career Advancement

Faculty are guided and encouraged to complete the stipulated orientation/ refresher/ short term courses.

Appreciation for achievements

Annual scholarship is given to the child of a non-teaching staff member for academic progress.

Other support

1. Counselling is provided to staff in times of emotional crisis.
2. Work clothes/uniform is provided to the support staff.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

0

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	**No File Uploaded**
Certificate of participation for the claim	View File
Certificate of membership	**No File Uploaded**
Income Expenditure statement highlighting the financial support to teachers	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.3.3 - Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the year.

5

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	**No File Uploaded**

6.3.4 - Number of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

6

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	No File Uploaded

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

Performance appraisal system is done annually for teaching and non-teaching staff.

Appraisal of teaching faculty:The teaching staff is appraised on basis of teaching-learning activities, evaluation, participation in FDP and research, contribution to college and community, departmental work and other attributes like coordination with management and peers. The staff members furnish the details of their work in a pre-decided proforma which is then evaluated by the Principal. Feedback is given to the faculty members.

Appraisal of non teaching staff: Non-Teaching staff is appraised with respect to work efficiency and commitment, initiative towards learning newer trends in their respective areas, leadership and team work, discipline and regularity. Feedback is provided to them on an individual basis by the principal.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

The college maintains record of day- to-day expenditure in a cash-book which is maintained by the college office.

External Audit: A financial audit is conducted every year by a Registered Chartered Accountant. A registered Chartered Accountant visits the college bi- annually for checking of the accounts. Post audit, the Chartered Accountant gives the Income & Expenditure account and Balance sheet.

Internal Audit: The college is managed by the Society of Grace Convent Trust. All educational institutions managed by this body are subjected to internal audit which is conducted by the members of the Provincial Team . In case there are any audit obejctions, they are resolved by furnishing documents and discussion with the auditor.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.4.2 - Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the year (not covered in Criterion III)(INR in Lakhs)

Rs 0.1 lakh

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View File
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View File
Any other relevant information	No File Uploaded

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are

in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

Student Tuition Fees are the source of income. At times philanthropists, well wishers or some organsations donate funds to the college. At the begining of the financial year, the budget is placed before the College Development Committee and there is discussion regarding how financial resources are to be utilised. Augumentation of infrastructure and enhancement of existing facilities are decided as per the need and priority. Management provides need based loans to the institution if required. Sponsorship is sought for seminars and conferences . Utilisation of funds is scrutinised by College Development Committee as well as by the Governing Body. For large expenses, quotations are sought from vendors and service providers. These are scrutinised by the Governing Body and then decisions are taken. The Management takes care to ensure that expenditure is within the allotted budget. Optimal utilisation of resources is encouraged. Research scholars can access library resources for a nominal fee.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

Regular meetings: IQAC meetings are held four times a year. Other meetings for quality assurance are held as per the need.

Plan of Action: The IQAC draws the Plan of Action at the commencement of the academic year. This plan is aligned to the college Perspective Plan. The IQAC plan is reviewed and then finalised with modification suggested by members. The plan is circulated to all staff members so that it can be deployed suitably.

Feedback collation: Timely feedback is sought and if there are any impediments in executing the plan then these are addressed through

collaboration. New initiatives are discussed during meetings and
implementation is followed closely. Action taken reports are
presented at subsequent meetings.

AQAR: The AQAR is prepared and placed before the CDC and IQAC for
approval. The IQAC continually refers to NAAC website to peruse
through material and documents that can help to enhance the
quality in the college. The IQAC takes measures to study the
various documents and circulars of UGC, NCTE and Ministry of
Education . Changes introduced are discussed and initiatives are
taken to be in synch with the same.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View File](#)
Any other relevant information	No File Uploaded

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

The faculty prepares course wise plans often drawing from
experiences of earlier academic year. All plans are submitted to
the Principal for perusal. During the course of curricular
transaction, the faculty incorporate ICT and also try to include
innovative techniques. The outcome of the use of new techniques is
examined through self-reflection and student feedback or response
to the technique. If needed these innovative practices are refined
and then made a regular feature of the teaching learning process.
During faculty meetings and curriculum planning meetings faculty
members share their experience of the teaching learning process
thus encouraging hybridisation of thoughts. Students provide
feedback on teaching learning process when annual feedback is
solicited from them. The material used by faculty is uploaded on
Google classroom of each course. The Principal often peruses the
same and offers her suggestions and feedback. Components of
teaching learning such as Internship, Action Research and all
workshops are always done in collaborative mode. A judicious blend
of synchronous and asynchronous, offline and online activities is
always adopted.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

31

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	No File Uploaded

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF	Three of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://www.pushpanjalicollege.com/MinutesofIQACmeetings2023-24.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://www.pushpanjalicollege.com/AQARs.php
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	View File

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

Two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation are described below:

(i) Improvement in Technology Integration: Substantial improvement has taken place in Technology Integrated Learning over the years. Google Classroom is effectively leveraged as an LMS by all faculty members. Google sites have been created and regularly updated to showcase events organised. The IQAC has a dedicated Google site for showcasing all endeavours. Classrooms are tech enabled. Students are trained to use technology effectively. Contemporary developments such as MOOCs,use of AI platforms are seamlessly integrated into the teaching learning process. Library is ICT equipped.College E library is used to augment learning.

(ii) Improvement in Planning and Deployment of Plans: 360 degree feedback is sought from stakeholders. This helps to plan the

curriculum more effectively bearing in mind the needs of individual and society. The UGC guidelines have helped to formulate the Institutional Development Plan for the coming years. The faculty plans for syllabi transaction are shared with peers and students. Semester wise feedback helps to bring incremental progress. Need analysis at the commencement of the B.Ed course helps to plan activities in alignment with learners' needs.

File Description	Documents
Relevant documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

The college architecture makes maximum use of natural lighting and natural ventilation and hence use of lights and fans is reduced. Airconditioning installed only in one room is used sparingly. The institution uses electricity supplied by the Maharashtra State Electricity Board. Electrical devices are switched off when not in use. Posters remind users to switch off appliances when not in use.

Careful use of electrical appliances is encouraged to save over consumption of energy. The support staff carries out regular maintenance to increase the efficiency of devices. The college promotes the use of energy-efficient CFL bulbs. The staff and students are well informed regarding the Energy Policy of the college .

Other than conservation of electricity, the college emphasizes wise use of other resources like water. Students incorporate the message of energy conservation during their internship lessons. During summer months the college functions from 7 am to noon time so as to avoid the time of the day when temperatures soar. In this way energy consumption is reduced. Planting trees in the campus helps to keep temperatures within bearable range and even the summer days are bearable due to the green campus. Curtains are used to keep out the glare.

File Description	Documents
Institution's energy policy document	[View File]()
Any other relevant information	No File Uploaded

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

Segregation of wet and dry waste: Waste in the college is segregated into wet and dry waste. Separate dustbins are placed at strategic points for the purpose. The dry waste is disposed via the Municipal authorities. Decomposable wet waste is put into the vermi-compost pit maintained by the support staff. Compost generated is used in the vegetable and plant patch in the campus.

E waste disposal: E waste is disposed through a vendor . No E waste is dumped into dustbins. Printer Cartridges are refilled . Printing is carried only if required. QR codes have been introduced to reduce printing of reports.

Recycling of paper: Used Paper is disposed for recycling. Most printing is done using both sides of paper. Unused pages from notebooks or answer scripts are reused

Disposal of plastic: Students are oriented to recycle waste in the right manner. Recycling, repurposing, reuse and rejecting unnecessary consumption are some of the strategies that are regularly used.

Regular inputs on waste management: Students conduct workshops on the theme for the benefit of their peers and demonstrate the ways to manage waste both in the college as well as in their homes.

File Description	Documents
Documentary evidence in support of the claim	[View File]()
Any other relevant information	No File Uploaded

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant	Three of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	No File Uploaded

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage	All of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

Efforts to ensure cleanliness:Cleanliness is duly maintained through regular cleaning of the premises. Relevant boards emphasizing cleanliness are displayed near wash basins and in the rest room area. The premises are swept every day. Regular mopping of the floors is done on a bi weekly basis. The grounds are kept clean by weeding out the unwanted plants and grass. Dustbins help to keep the campus litter-free.

Efforts to ensure proper sanitation: Hygienic is ensured through regular cleaning of washrooms and regular maintenance. Sanitiser disposers are kept on the premises. Regular maintenance of faucets and pipes ensures that there is no leakage of water. Cleaning the

toilets is done on daily basis.

Efforts towards maintaining a green cover:The campus has many trees and plants . Aesthetic layout of small gardens, use of galleries to nurture potted plants is part of the beautification process.The verdant surroundings attract many birds and butterfly species adding to the beauty of the campus. Regular beautification of the campus is carried with importance given to planting of native trees.

Efforts towards having a pollution free environment: Students are encouraged to use public transport .Those using bikes often share vehicles.Pesticides are avoided.

File Description	Documents
Documents and/or photographs in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants

Three of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	[View File](#)
Circulars and relevant policy papers for the claims made	[View File](#)
Snap shots and documents related to exclusive software packages used for paperless office	[View File](#)
Income- Expenditure statement highlighting the specific components	[View File](#)

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

1.41730

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	**No File Uploaded**

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

Pushpanjali College of Education is located in Palghar , Vasai an area which is wellknown for its indigenous practices related to water conservation, use of medicinal plants and ecofriendly agriculture. Due to modernisation and rapid urbanisation, these practices are under threat. Students conducted awareness drives in the community to emphasize the need to clean and conserve local water bodies. They also conducted an action research related to awareness of preservation of local biodiversity, medicinal plants, mangroves and water security.

Students emphasize on Lokvidya(local knowledge) where local ecofriendly material is used to make articles of daily use. This is part of VENTEL (Vocational Education, Nai Talim, Experiential Learning) based lessons that are done during the internship.

Regular participation in beach cleaning and mangrove conservation is done to protect local resources. This is done in coordination with Luna Story Foundation an NGO involved in clean beaches,

Assemblies are conducted to emphasize the local knowledge pertaining to agriculture and other traditional activties.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts	**A. All of the above**

periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	**No File Uploaded**

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website) Describe any two best practices successfully implemented by the institution as per NAAC format

The two best practices for 2023-24 are (i)Driving Change through Women Empowerment and (ii)Think Globally, Act Locally

(i)Driving Change through Women Empowerment: An area was selected for Women Empowerment Initiatives. Many activities were carried out such as Menstrual Health Awareness Programme, Personality Development for Women, Annapurna Campaign.Students could reach out to many women and instructthem on hygiene and health. Awareness of anaemia, diet to be followed, menstrual hygiene were some important aspectsdiscussed. Many women did not have this awareness and hence the sessions were useful. Distribution ofgroceries and clothes helped to provide help to needy families. The personality development sessions were useful to women who needed skills

infinancial management, nutrition management and stress management.

(ii) Think Globally, Act Locally:Environment issues like plastic pollution, degradation of soil and urban sprawl are adversely impacting the local economy. Hence the practice 'ThinkGlobally, Act Locally' was adopted. Some activities carried out under this included vermi compost project, tree plantation, cleaning of local beaches and awareness of indigenous knowledge systems.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

The strategic plan of the college emphasizes five core values - Commitment to Excellence, Holistic Development , Respect for Diversity, Discovery and Innovation and Concern for Environment. All activities and programmes centre around these core values. The planning bears in mind the Vision 'Education for the Life of the World' and the Mission 'To impart Liberating, Inspiring, Formative and Empowering Education.' Against this background, the area of distinctiveness shared below is the thrust of the college on the core valueCommitment to Excellence.

Commitment to excellence is ensured through

- Multimodal teaching learning
- 360 degree feedback
- Focus on contemporary technologies like AI in education
- Reflective practices
- Attending FDPs
- Focus on innovative practices and research
- Value Added Courses and interaction with experts
- Offering suitable platforms to showcase potential

Faculty as well as students are conscious of embedding all actions in the bedrock of excellence. Regular feedback from different sources,close alignment with internship schools,employers and NGOs also support our endeavours that aim at excellence.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	**No File Uploaded**